DOCUMENT RESUME

ED 231 134 EC 152 509

TITLE	Integration of Dependent Handicapped Classes into the Regular School.
INSTITUTION	Alberta Dept. of Education, Edmonton.
PUB DATE	82
NOTE	8p.; For related documents, see EC 152 504-511.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Attitude Change; Mainstreaming; *Normalization (Handicapped); *Program Implementation; *Severe Disabilities; *Student Attitudes; Student Placement; Teacher Aides; *Teacher Attitudes
IDENTIFIERS	Alberta

ABSTRACT

Guidelines are provided for integrating the dependent handicapped student (DHS) into the regular school in Alberta, Canada. A short overview comprises the introduction. Identified are two types of integration: (1) incidental contact and (2) planned contact for social, recreational, and educational activities with other students. Noted are types of personnel involved and four considerations in student placement. Seven suggestions are made for preparing the handicapped student for integration, such as meeting in all school assemblies as an early integrated activity. Among five suggestions offered for preparing regular students for integration are inservice talks by related personnel such as nurses. Teachers are advised to prepare in seven ways, including using films and appropriate learning kits. Among seven suggestions made for preparation of aides is inservice training by a physiotherapist. Outlined briefly are suggestions to establish good staff relationships, arrange for visits to classes for DHS, and provide for use of physical facilities. (MC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1887

ED231134

integration of dependent handicapped classes into the regular school

Alberta
EDUCATION
1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jean L Moore
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC135507

TABLE OF CONTENTS

A. INTRODUCTION 1

B. TYPES OF INTEGRATION 1

C. PERSONNEL INVOLVED AND CONSIDERATIONS FOR PLACEMENT . . . 2

D. PREPARATION OF THE HANDICAPPED STUDENT 2

E. PREPARATION OF REGULAR STUDENTS 3

F. PREPARATION OF THE TEACHER OF REGULAR CLASSES 3

G. PREPARATION OF AIDES 4

H. STAFF RELATIONSHIPS 4

I. VISITORS 5

J. PHYSICAL FACILITIES 5

A. INTRODUCTION

It is recommended that integration of the dependent handicapped class into the regular school take place as soon as possible, i.e. when the majority of students in that class are of school age. Successful integration of the dependent handicapped class into the regular school is attainable if all involved in the process are adequately prepared. This preparation will include an accurate assessment of the degree and type of integration possible.

There should be careful and thorough preparation of the teachers and students in the school into which the dependent handicapped class is to be integrated, of the dependent handicapped students themselves, and of aides who may assist them. All adults dealing with the dependent handicapped students should have an adequate knowledge of major medical problems which may occur, and know how to deal with them. Students in the regular school should also be advised of possible problems and requested to notify a responsible person should any difficulty arise during periods of integration. There should also be careful and thorough preparation of the parents of both handicapped and non-handicapped students and the community in general.

Necessary physical adaptations in school buildings and furnishings should be designed to minimize dependency and facilitate maximum learning. These should be made preferably before the students enter their new school setting, and in consultation with their occupational or physiotherapists.

It is essential that adequate time be taken for the thorough preparation of all involved in the dependent handicapped students' departure from a segregated learning situation into an integrated learning situation. Careful preparation alone, however, will not achieve successful integration. Success will result from thorough preparation combined with a positive belief, on the part of all involved in the process, that the goal of achieving successful integration is both worthwhile and attainable.

B. TYPES OF INTEGRATION

Two types of integration are possible:

1. dependent handicapped students are taught in a room, or area, within a regular school setting, but have only incidental contact with other students;

2. dependent handicapped students are taught in a room, or area, within a regular school setting, and associate with other students for:

   a. social and recreational purposes - recess, meal times where appropriate, free play periods, attending concerts, plays, puppet shows, etc., provided for general student participation;
   b. educationally broadening experiences - regular music, art, story periods, if participation by the dependent handicapped can be meaningful and productive.

C. PERSONNEL INVOLVED AND CONSIDERATIONS FOR PLACEMENT

The following persons should be involved in selecting the most beneficial placement for the student:

> previous teachers, if any; previous aides, if any; parents, speech therapist, physiotherapist, or other specialists who have knowledge of the student; school principal and/or administrator in charge of special education.

Personnel involved in placement should consider:

1. objectives to be achieved by integration;

2. which students would benefit from one of the two types of integration;

3. to what extent integration should occur;

4. times and periods most suitable if partial integration is considered.

It is important that the selection team should meet at least three times during the first year of placement, to review the appropriateness of that placement. The welfare of the dependent handicapped student is the major consideration. If problems arise from inadequate understanding of the difficulties involved in integration, steps can and must be taken to provide additional counselling for classroom teachers, regular students, handicapped students, and others involved.

D. PREPARATION OF THE HANDICAPPED STUDENT

The dependent handicapped students in the class being integrated should be taught acceptable social skills to meet the new situation. They should be required to greet students and staff in the regular school when they meet, to respond when spoken to, and to be courteous when others wish to pass in corridors.

The introduction of the dependent handicapped students to the students in the regular school should be gradual and include the following:

1. earliest meetings in school assemblies where a minimum of exchange is required;

2. small groups of students from the regular school visit dependent handicapped classroom at recess and playtime;

3. regular students accompany dependent handicapped student on one-to-one basis on field trips;

4. small groups of dependent handicapped students visit regular classrooms for introduction;

5. dependent handicapped class spends short periods in regular classroom for music, drama, etc.;

6. dependent handicapped students join regular school students for recess and playtime;

7. dependent handicapped students join regular school students for mealtime where appropriate.

E. PREPARATION OF REGULAR STUDENTS

Regular classroom students should be prepared for the handicapped students' arrival by means of the following:

1. talks, with descriptions of the handicapped and their problems. Inservice from nurses, physiotherapists, teachers of the handicapped;

2. use of films and appropriate kits to improve knowledge and understanding of the specific problems of the handicapped co-students;

3. gradual introduction (see Section D);

4. regular workshops to assess progress of relationships or to discuss problems;

5. guidance as to what kind of help and consideration is valuable to the handicapped student. To praise him when he behaves appropriately is helpful. To praise him for faulty participation "just because he is handicapped", is not. To assist by passing materials which he is physically unable to reach for is helpful. To fetch and carry for him continually, when, by using his wheelchair or making a little extra effort, he can obtain materials for himself, is not.

F. PREPARATION OF THE TEACHER OF REGULAR CLASSES

To prepare the teachers of regular classrooms, the following should take place:

1. talks, with descriptions of the handicapped and their problems. Inservice from consultants, e.g. nurses, physiotherapists;

2. meetings with parents, teacher of the handicapped;

3. use of films and appropriate kits to improve knowledge and understanding of the specific problems of handicapped students;

4. staff meetings, with all staff involved with the handicapped student, to discuss individual difficulties, rates of progress;

5. teacher exchange periods for story, music, etc., to expose teachers to the handicapped in their school;

6. visits to other schools or discussion with teachers in other schools where integration takes place;

7. guidance as to what kind of help or consideration is valuable to the handicapped student (see Section E).

G. PREPARATION OF AIDES

In order to be able to work with handicapped students, preparation of aides should include the following:

1. talks, with descriptions of the handicapped and their problems. Inservice from consultants, e.g. nurses, physiotherapists;

2. meetings with parents, teachers of the handicapped;

3. use of films and appropriate kits to improve knowledge and understanding of the specific problems of their handicapped students;

4. staff meetings, with all staff who are involved with the handicapped student, to discuss individual difficulties, rates of progress;

5. a clear and definite job description;

6. instruction in teaching techniques, explanation of goals, objectives, etc., for any program which she is expected to implement or assist the teacher with;

7. instruction in appropriate physical handling techniques from a physiotherapist to position the handicapped student correctly in order to facilitate maximum participation in school activities, and to prevent injury to both student and aide.

H. STAFF RELATIONSHIPS

It is essential to view all of those involved in the education of the dependent handicapped as a team. This will include the teacher of the dependent handicapped class, other teachers in the school, the principal, teacher aides, child care workers, and working consultants.

All have necessary input in the successful education of the handicapped. Discrimination, in the form of comparisons regarding value of input between members of the team, should be avoided. Encouragement of good working relationships between team members is vital.

Staff facilities should be common to all. All members of the team should be involved in case reviews, planning, and discussion, although it must be understood that one person, usually the teacher who is directly responsible for the student, will have chief planning responsibility.

I. VISITORS

Steps should be taken to ensure that visits to classes for the dependent handicapped:

1. are scheduled in advance;

2. have a definite purpose;

3. cause as little disruption of class activities as possible.

J. PHYSICAL FACILITIES

The following considerations apply to the physical facilities:

1. the classroom for the dependent handicapped should be centrally placed in the school whenever possible;

2. all necessary physical adaptations, within the school, should be made in consultation with a physiotherapist or occupational therapist, and ideally should be completed before the students start school;

3. attempts should be made to have the students try existing facilities during a time when regular school is not in operation;

4. in the event that facilities are inadequate, or physical adaptations incomplete, programs should be implemented to the extent possible.